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ABSTRACT

In 1984-85, the final year of a two-year funding cycle, Project CHASP (Cambodian and Hispanic Achievement for Students and Parents) at Theodore Roosevelt High School in the Bronx, New York, served 75 Hispanic and 71 Cambodian students in Grades 9 and 10. Instruction was provided in English as a second language (E.S.L.) and native language development, in addition to bilingual instruction in mathematics, science, and social studies. For the most part, both the Hispanic and Cambodian student groups came from rural settings and demonstrated low educational skills. Native language arts classes were offered only to Hispanic students because the program did not have a Khmer-speaking teacher. Cambodian students were taught content-area courses by monolingual English-speaking teachers using an E.S.L. approach with the assistance of bilingual Cambodian paraprofessionals. Title VII funds supported administrative and support service positions, guidance services, home visits, extracurricular activities, curriculum development, and staff development and parent participation activities. Program students met the proposed objective for acquisition of English syntax. Cambodian students met proposed objectives for achievement in mathematics, science, and social studies. Data were not provided to assess the objectives for Hispanic students in mathematics. Hispanic students failed to meet objectives in native language achievement. (KH)

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THEODORE ROOSEVELT HIGH SCHOOL

PROJECT CHASP

1983-1984

OEA Evaluation Report

O.E.A. Evaluation Section Report

Robert Tobias, Administrator of Evaluation
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Grant Number: G00-820-2417

THEODORE ROOSEVELT HIGH SCHOOL

PROJECT CHASP

1983-1984

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Caesar Previdi

Program Director:
Carmen Miranda

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A SUMMARY OF THE REPORT

This program, in its final year of a two-year funding cycle, provided instruction in English as a second language (E.S.L.) and native language development, in addition to bilingual instruction in mathematics, science, and social studies, to 75 Hispanic and 71 Cambodian students of limited English proficiency in grades nine and ten. The Cambodian (Khmer-speaking) population was both linguistically and culturally homogeneous. The Hispanic population, although linguistically homogeneous, came from eight different countries in Latin America; the majority were from Puerto Rico and the Dominican Republic. For the most part, both student groups came from rural settings and demonstrated low educational skills. Most had difficulty in reading their native language. English reading proficiency and native language literacy both varied widely.

Native language arts classes were offered only to Hispanic students because the program did not have a Khmer-speaking teacher. Cambodian students were taught content-area courses by monolingual English-speaking teachers using an E.S.L. approach with the assistance of bilingual Cambodian paraprofessionals.

The program's philosophy was one of transitional bilingual education advocating the use of students' native languages in content-area classes until their English language skills were sufficiently improved to enable them to function successfully in mainstream classes. Project CHASP'S language policy called for an increasing use of English in the bilingual classroom as students developed greater proficiency in English.

Title VII funds supported administrative and support services positions. Guidance services offered to program students included group and individual counseling sessions which provided information about in-school and outside services, values clarification, and career and college orientation. Additional services included home visits and a series of extracurricular activities planned specifically for project students. Curriculum materials were developed in the following areas: mathematics, general science, and chemistry for Khmer-speaking students; and mathematics, biology, general science, and native language arts for Spanish-speaking students. Development activities for staff members consisted of faculty meetings, sharing new information and lesson plans, and attendance at a variety of workshops. Parents of participating students were involved through attendance at Advisory Committee meetings, evening E.S.L. and G.E.D. classes offered by the school, and extracurricular activities.

Program objectives were assessed in English language development (Criterion Referenced English Syntax Test [CREST]); mastery of the native language (Hispanic students: Interamerican Series, La Prueba de Lectura); and mathematics, science, and social studies (teacher-made tests). Quantitative analysis of student achievement data indicates that:

--Overall, the program students mastered over one CREST objective per month of instruction in both the fall and spring.

--In mathematics, Cambodian students exceeded the program objective with overall passing rates of 93 percent in the fall and 88 percent in the spring.

--Cambodian students also exceeded their objective in social studies and science with overall passing rates of 86 percent (fall) and 96 percent (spring) in social studies, and 78 percent (fall) and 95 percent (spring) in science.

--The pretest to posttest gains of Spanish-speaking students on La Prueba de Lectura were not statistically significant.

The following recommendations are offered for future projects serving similar populations at this site:

--Continuing efforts to hire a Khmer-speaking teacher and guidance personnel;

--Developing a system, possibly using the program's computer, to follow up students' progress once they leave the Title VII program.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Margaret Scorza has reviewed and corrected reports, coordinated the editing and production process, and contributed to the quality of the work in innumerable ways. She has been assisted by Ida Heyman, who has interpreted findings and integrated material into reports. Barbara Shore has written report summaries. Patricia Fitzpatrick has spent many hours creating, correcting, and maintaining data files. Finally, Joseph Rivera has worked intensively to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation, the unit could not have handled such a large volume of work and still produced quality evaluation reports.

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PROJECT CHASP

CAMBODIAN AND HISPANIC ACHIEVEMENT
FOR STUDENTS AND PARENTS

FOREIGN LANGUAGE/BILINGUAL EDUCATION DEPARTMENT
THEODORE ROOSEVELT HIGH SCHOOL

Location:	500 East Fordham Road Bronx, New York
Year of Operation:	1983-1984, Second Year of Funding Title VII of the Elementary and Secondary Education Act
Target Languages:	Cambodian and Spanish
Number of Participants:	75 Hispanic students 71 Cambodian students
Principal:	Caesar Previdi
Program Director:	Carmen Miranda

I. INTRODUCTION

Project Cambodian and Hispanic Achievement for Students and Parents (CHASP) at Theodore Roosevelt High School in the Bronx serves 75 Hispanic and 71 Cambodian students in the ninth and tenth grades. The program is in the final year of a two-year funding cycle.

The program is part of the foreign language/bilingual department of the school and is supervised by the department's assistant principal. This department includes four other programs: foreign language instruction for English-speaking students, a bilingual program for Hispanic limited English proficiency (LEP) students, a program serving Vietnamese LEP

students, and a high school equivalency program for students between the ages of 17 and 21 who are unable to attend regular school classes.

The CHASP program is served by a director, and, because the program is integrated with four other programs, it is also served by 25 teachers, eight paraprofessionals (two Cambodian and six Hispanic), one bilingual guidance counselor, one bilingual grade advisor, one bilingual family assistant, and one secretary. It offers three levels of instruction in English as a second language (E.S.L.) to all participating students. Hispanic students are offered four tracks of Spanish language instruction and are taught content courses bilingually. Because the program does not have a teacher who speaks Khmer (the Cambodian language), Cambodian students are taught content courses by monolingual English-speaking teachers using an E.S.L. approach, with Cambodian paraprofessionals assisting as interpreters. Music, art, gym, typing, and computer courses are offered to all program students in the mainstream.

II. PARTICIPANTS

SCHOOL POPULATION

The school's student population totals 3,531 students. Forty-nine percent are male, and 51 percent are female. The student body is ethnically heterogeneous, containing representatives of the main ethnic strains in the United States. Table 1 details the ethnic composition.

TABLE 1

Ethnic Composition of Students in the School

Ethnicity/Race	Number	Percent
Hispanic	2,047	58.0
Black	1,122	31.8
Asian/Pacific Islander	293	8.3
White	66	1.9
Native American	3	0.08
TOTAL	3,531	100

- Fifty-eight percent of the students are Hispanic.
- Black students make up 32 percent of the school population.

Linguistically, the school is also heterogeneous, with representatives from seven different language groups: Chinese, English, Haitian Creole, Khmer, Korean, Spanish, and Serbo-Croatian. Table 2 lists the students' home languages and the percentage of LEP students in each language group.

TABLE 2

Home Languages of Students in the School

Language	Number of Students	Percent Total Enrollment	Percent LEP
Spanish	2,047	58.00	20
English	1,183	34.00	0
Khmer	284	8.00	69
Chinese	8	0.22	100
Haitian Creole	5	0.14	100
Serbo-Croatian	3	0.08	100
Korean	1	0.02	100

•Approximately 400 Spanish-speaking students are LEP; most are served by the school's tax-levy bilingual program.

The socioeconomic level of the students' families is below the city median; 69 percent of these families are eligible to receive free lunches. Only a small percentage of the students are at or above grade level in English (nine percent) and in math (eight percent).

PROGRAM POPULATION

Both the Hispanic and Cambodian groups served by the CHASP program are linguistically homogeneous. The Cambodian students are also relatively homogeneous in culture; but the Hispanic students, although they come from one main cultural strain, display different subcultural traits depending on their national origin. The Hispanic students come from eight countries of Latin America. Table 3 gives the language and country of birth of program students, for whom information was reported.

TABLE 3

Number and Percent of Program Students by Language and Country of Birth

Language	Country of Birth	Number	Percent
Spanish	Puerto Rico	55	38
	Dominican Republic	15	10
	Cuba	1	1
	Guatemala	1	1
	Nicaragua	2	1
	Ecuador	1	1
Khmer	Cambodia	71	48
	TOTAL	146	100

- Fifty-two percent of the program students are native speakers of Spanish. Most of these students were born in Puerto Rico and the Dominican Republic.
- Forty-eight percent of the program students were born in Cambodia and are native speakers of Khmer.

The two groups differ in their use of English outside the school. The Cambodian students, who are generally dispersed throughout the city, speak Khmer in their homes and in most social situations but are forced to use English elsewhere. Hispanic students live in environments where they do not need to use English: media, entertainment, business, socialization, and almost all other endeavors can be carried on in their neighborhoods using Spanish. Thus, they have little incentive to use English once they leave school.

The two groups also differ behaviorally. The Cambodians come from a country with strongly entrenched traditions of deportment, social position, deference to authority figures, humility, and lack of aggressiveness.* Such traits may help these students conform to school requirements, but could bring problems in academic and professional life if not modified. Because their entry into the United States has been relatively recent, their behavioral patterns have not yet been influenced by the United States cultural style. Program students who attended school in Cambodia have been well prepared in math and science using a methodology that emphasizes memorization but not problem-solving.

The Hispanic students move among a wider Hispanic population whose traditional behavior patterns have been altered by their length of residence in the United States. Perhaps more acculturated, they appear less submissive to authority and more individualistic in outlook than

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*Binh, Duong Thanh, A Handbook for Teachers of Vietnamese Students, (Arlington, Virginia: Center for Applied Linguistics, 1975), pp. 16-17.

the Cambodians. They also come less prepared in science and math.

Both student groups, for the most part, come from rural settings and have low educational skills. Most have difficulty reading their native language although native language literacy ranges from third-grade reading level to first-year college. All are LEP students: English-reading proficiency ranges from no English to somewhat advanced. Ninety-three percent of the Cambodians and 73 percent of the Hispanics are overage for their grade placement (see Table 4). Other characteristics of the program students are presented in Table 5. Table 6 gives the time students have spent in the bilingual program.

STAFF CHARACTERISTICS

The total staff serving LEP students includes 25 teachers, eight paraprofessionals (two Cambodian and six Hispanic), one bilingual guidance counselor (Spanish), one bilingual grade advisor (Spanish), one bilingual family assistant (Spanish), and one secretary.

The director is certified in administration and supervision and holds licenses for Spanish (D.H.S.) and bilingual social studies. Fluent in English and Spanish, she was assigned to her present position in April 1980 and has been working for the New York City Public Schools since September 1969. Her rapport with the school administration is excellent. She is invited to all cabinet-level meetings and receives copies of all assistant principals' memoranda.

Both the bilingual guidance counselor and the bilingual grade advisor are certified guidance counselors. Fourteen of the 25 teachers

are full-time instructors in E.S.L., Spanish, science, or social studies. The remaining eleven teachers are given a variety of teaching assignments, including subjects for which they are not licensed. Appendix A gives the staff characteristics of the program's professional and paraprofessional personnel.

All program staff members are experienced, stable in their positions, and enthusiastic about their work.

TABLE 4

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Total
14	3	0	3
15	16	1	17
16	25	3	28
17	35	14	49
18	12	8	20
19	11	2	13
20	4	2	6
22	0	1	1
23	0	1	1
TOTAL	106	32	138

Note. Shaded boxes indicate expected age range for grade.

All Overage Students

Number	87	28	115
Percent	82	88	83

Cambodian Students

Number	51	13	64
Percent	93	93	93

Hispanic Students

Number	40	15	55
Percent	71	79	73

- Eighty-three percent of all program students are overage for their grade placement.
- The high percentage of overage students in the Cambodian group reflects the migration and educational histories of these students.

TABLE 5

Number and Percent of Program Students by Sex and Grade

Grade	Number Male Students	Percent of Grade	Number Female Students	Percent of Grade	Total Number	Percent of All Students
9	65	60	42	40	107	76
10	22	67	11	33	33	24
TOTAL	87	62[a]	53	38[a]	140	100

[a]Percent of program students.

- Seventy-six percent of the program students reported are in grade nine.
- Male students outnumber female students in both grades.

TABLE 6

Time Spent in the Bilingual Program[a]

(As of June 1984)

Time Spent in Bilingual Program	Number of Students Grade 9	Grade 10	Total
<1 Academic Year	19	1	20
1 Academic Year	80	18	98
2 Academic Years	8	11	19
3 Academic Years[b]	5	4	9
TOTAL	112	34	146

[a]Rounded to the nearest year.

[b]Reflects previous participation in other bilingual program.

- One hundred eighteen students (81 students) have been in the program one year or less.

III. PROGRAM DESCRIPTION

PROGRAM PHILOSOPHY

CHASP implements a transitional bilingual approach, teaching content-area subjects in the students' native language until they can use English well enough to function in mainstream classes. This approach is favored by the school administration and by about 80 percent of the faculty. The program's language policy is to foster greater use of English within the bilingual classroom as the students' English skills increase.

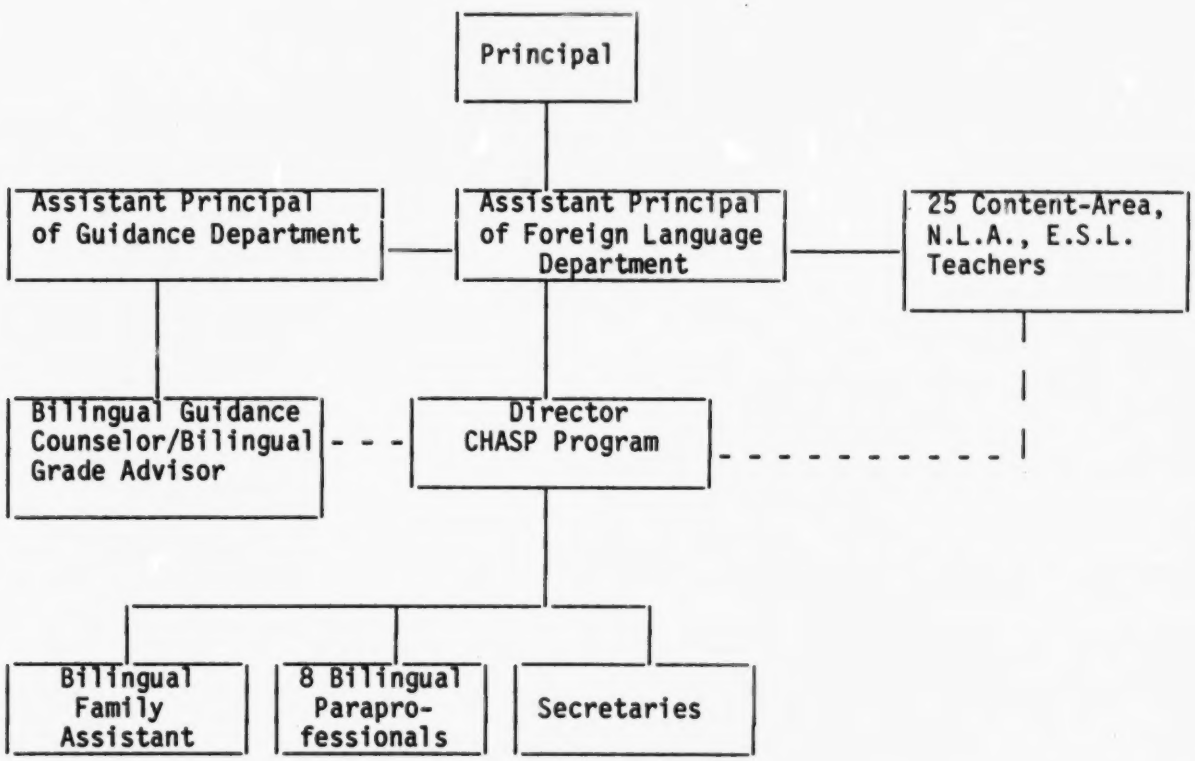
PROGRAM HISTORY AND ORGANIZATION

CHASP and its instructional staff are under the direct supervision of the assistant principal for foreign language and bilingual education. Other program personnel are under the CHASP director, who coordinates all aspects of the program. The guidance counselor and the grade advisor have established lines of communication with the guidance department of the school. Figure 1 gives the organization of the program.

The assignment of all instructional personnel to the foreign language/bilingual department allows flexibility for instruction, program reform, and budgeting. An example of this flexibility is the implementation of a recommendation made in last year's program evaluation report: the creation of "one remedial bilingual math class to provide individualization" for students with severe math problems. Due to its centralized

FIGURE 1

Organizational Chart of the CHASP Program



_____Supervision

----------Communication and Collaboration

organization, the department was able to establish a new math course for 15 program students identified as in need.

The CHASP director's main concerns are that the program students receive all the services to which they are entitled, that CHASP classes are taught by qualified teachers, and that parents of program students have the opportunity to relate to the school without encountering language difficulties. The director also serves as liaison to the foreign language/bilingual department and to the rest of the school.

There appears to be an excellent working relationship between the assistant principal (who is fluent in English, Spanish, and French) and the CHASP staff. Relationships are also good between the program director and the school's administrative personnel. A member of the evaluation team was witness to discussions between the director and the assistant principal for science. Their discussion centered on the procedures and options for initiating a new non-Regents biology course for the Cambodian students. Another meeting with the assistant principal for social science resulted in the addition of a first term American history course for the Cambodian students next year.

EVALUATION OBJECTIVES

For evaluation, the program proposed several instructional and non-instructional objectives.

Instructional objectives for the Hispanic students were that:

- at least 60 percent of the students enrolled in English as a second language would master at least ten objectives when posttested on the same level of the Criterion Referenced English Syntax Test (CREST);

- at least 70 percent of the students enrolled in the individualized mathematics instruction would pass teacher-developed criterion referenced tests (at least one per month);
- students who received a full year of instruction would increase their performance on the appropriate level of the Interamerican Series, La Prueba de Lectura at the .05 level of significance;

In addition to CREST achievement, instructional objectives for the Cambodian students were that:

- at least 70 percent would attain a program-determined criterion level on teacher-made mathematics, science, and social studies tests;
- at least 70 percent would attain a program-developed criterion level set on teacher-made native language arts tests.

Non-nstructional objectives were that:

- fifty percent of the staff would be involved in university courses, professional seminars, workshops, and conferences;
- all staff members would be involved in in-service training such as the development of curriculum suitable for special classes and attainment of expertise in the area of individualized instruction;
- at least 60 percent of the parents would visit the program to check on the progress of their children;
- at least 80 parents would participate in evening classes for high school equivalency preparation, E.S.L. instruction, and/or career training;
- at least 40 percent of the parents would attend school functions.

IV. INSTRUCTIONAL COMPONENT

PLACEMENT, PROGRAMMING, AND MAINSTREAMING

Of 800 Theodore Roosevelt students identified as LEP, CHASP serves 146. Hispanic students are eligible to enter the program if they score below the twenty-first percentile on both the English and Spanish versions of the Language Assessment Battery (LAB), and if their Spanish LAB percentile ranking was higher than their English LAB percentile. For the Cambodian students, only the results of the English LAB test are considered. Other entry criteria include a history of poor attendance, poor academic performance, and teacher recommendation. Parents and prospective program students are interviewed before admittance to gather data on family background and to ascertain their willingness to enter the program. Students with physical handicaps or emotional instability, who might be considered eligible for special education services, are admitted into the program only after consultation with the Committee on the Handicapped (C.O.H.).

The program offers E.S.L. instruction to all students. Native language arts (N.L.A.) classes are taught only to Hispanic students because of the lack of a Khmer-speaking teacher. Hispanic students are taught content-area courses using Spanish bilingual teachers. Cambodian students are taught content-area courses by monolingual English-speaking teachers using an E.S.L. approach and with the assistance of bilingual Cambodian paraprofessionals. Music, art, gym, typing, and computer

courses are taught to all students in mainstream classes. Mathematics is taught using an individualized workshop approach.

Transition to English is achieved by gradually integrating English vocabulary with the content-area courses. As the students' English increases, the time spent using English also increases.

A Hispanic program student may exit to either the "regular" bilingual program or the school's mainstream by mastering ten or more English language objectives on the CREST, making significant improvement in Spanish reading and writing skills, and passing a teacher-developed criterion-referenced test in mathematics. To exit to the mainstream, students must also score above the twenty-first percentile on the English LAB.

Cambodian students may exit only to the mainstream track. Exit criteria include mastering ten or more English objectives on the CREST; passing teacher-made criterion-referenced tests in math, science, and social studies; and scoring above the twenty-first percentile on the English LAB.

E.S.L. INSTRUCTION

E.S.L. instruction has two parallel tracks, grammar and reading, both of which are offered at three levels. The grammar track includes one term of E.S.L. for students illiterate in their native language, two terms of elementary E.S.L., two terms of intermediate E.S.L., and one term of advanced E.S.L. The reading track includes a parallel sequence for each group. Paraprofessionals are assigned to all classes.

During the spring term, a one-semester intermediate E.S.L. reading course was organized that combined two intermediate groups -- the more advanced and the slower students. The course was designed as a bridge, and a group instructional approach was used. Neither group appeared to be affected negatively by this arrangement. A special intermediate E.S.L. reading course was designed for the dually limited bilingual students. Table 7 details the E.S.L. instruction offered by the program this year.

NATIVE LANGUAGE INSTRUCTION

Native language instruction for Hispanic students includes one year of Spanish for illiterate students, one year of Spanish for slow learners, four levels of regular Spanish instruction taught with a first language methodology (each level consists of one year of instruction), and one year of advanced Spanish instruction with college credit. The proficiency level of the student determines placement.

The first course in the Spanish curriculum is ungraded; the last is at the college level. The program added a sixth level this year -- an advanced course designed for students who have passed the fourth level of the regular sequence but are not ready for the college level. Table 8 details the Spanish language offerings available to program students.

As stated above, CHASP is not able to offer native language instruction to Cambodian students because of a lack of teaching personnel.

TABLE 7

Instruction in English as a Second Language and English Reading[a]

Course Description	Number of Classes		Average Register		Curriculum or Material in Use
	Fall	Spring	Fall	Spring	
E.S.L. for slow learners[ab]	1	1	31	21	Teacher prepared material-Lado Series Books 1-4
Beginning E.S.L.[a]	5	3	35	31	" "
Beginning E.S.L.[a]	4	5	35	20	" "
Intermediate E.S.L.[a]	5	5	31	24	" "
Intermediate E.S.L.[a]	4	6	31	21	" "
Advanced E.S.L.[a]	3	4	31	19	Blanton-Comp. I & II Lado Book 5
E.S.L. reading for slow learners	1	1	33	15	Dixson-English, Step by Step, teacher-made materials
E.S.L. reading (beginners)	5	3	34	25	Susan Siegel-Basic Skills in Reading & Writing
E.S.L. reading (beginners)	3	5	34	24	Real Stories Books 1 & 2
E.S.L. reading (intermediate)	4	4	34	27	Journey to Fame
E.S.L. reading (intermediate)	1	-	34	-	Journey to Fame Turning Points
E.S.L. reading (intermediate)	2	4	34	28	Turning Points
E.S.L. reading (advanced)	2	3	25	30	American Folktales
E.S.L. reading (English-dominant bilinguals)[b]	-	1	-	14	International Folktales

[a]Double period of instruction.

[b]Class was exclusively for program students.

TABLE 8

Instruction in the Native Language

Course Title and Level	Number of Classes		Average Register		Description	Curriculum or Material in Use
	Fall	Spring	Fall	Spring		
LN 1/2[ab]	1	1	32	21	Spanish for slow learners	Teacher-made materials
LN 3/4[b]	1	2	35	17	Spanish for slow learners	Teacher-made materials
LSG ungraded	3	3	34	21	Spanish grammar and composition	Espanol Activo Book 7
LS4S 9 and 10	1	3	34	24	Spanish grammar and literature	2 yrs. Spanish review book/Leyendas Latino-americanas
LS5S 10 and 11	3	2	35	34	Spanish American literature	3 yrs. Spanish review book/Galeria Hispanica
LS6S 10 and 11	2	3	33	27	Spanish literature	3 yrs. Spanish review book/Tesoro Hispanico
LS7/8S 11 grade	-	1	--	27	Spanish literature	Mejora tu Espanol Lit. Mod. Hispano americana
LSAP 12 grade	1	1	25	15	Advanced placement literature	Required Literature, Borges, Lorca, Neruda, Matute and Unamuno

[a]Double period of instruction.

[b]Class was exclusively for program students with paraprofessional assistance.

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CONTENT-AREA INSTRUCTION

Bilingual content-area instruction follows the guidelines and graduation requirements of the New York City Public Schools. Program curricula parallel the curricula of the mainstream. Table 9 details the content-area instruction in mathematics, science, and social studies offered by the program this year. If the bilingual guidance counselor approves, program students may also enroll in specialized courses in typing, computer science, keypunching, and career exploration. These mainstream courses were offered five periods each week for regular academic credit.

CLASSROOM OBSERVATIONS

A member of the evaluation team observed four program classes: E.S.L., Spanish, bilingual math (Spanish), and global history (Khmer). Three classes had paraprofessionals present who helped individual students during the teacher's lesson. Unfortunately, the Khmer-speaking paraprofessional was absent on the day of the observation of the global history class. The math teacher conducted the lesson in Spanish and tried to use as much English as the level of the students permitted. The E.S.L. class contained both Hispanic and Cambodian students and was conducted totally in English. The global history class, which consisted of a review for the final examination, was also conducted entirely in English. On the average, the classes displayed an excellent use of materials, a very good learning milieu, good discipline, and an excellent use of the paraprofessionals as a classroom resource.

TABLE 9

Bilingual Instruction in Subject Areas

Course	Number of Classes		Register		Language of Instruction	Percent of Materials in Native Language
	Fall	Spring	Fall	Spring		
Pre-Algebra[a]	3	3	34	30	100% Spanish	100
Algebra[a]	2	2	34	30	100% Spanish	100
Math Skills[a]	3	3	27	27	100% Spanish	100
General Science[ab]	1	1	23	23	100% Spanish	80
General Science[ab]	1	1	30	29	80% English/20% Khmer	10
General Science 2	2	2	30	30	100% Spanish	80
Biology 2	1	1	29	29	80% Spanish/20% English	80
Biology 2 (Regents)	1	1	12	12	70% Spanish/30% English	70
Global History 1	2	2	34	35	100% Spanish	100
Global History 2	3	3	32	32	100% Spanish	100
Global History 3	3	3	33	33	85% Spanish/15% English	85
Global History 1[ab]	1	-	34	--	80% English/20% Khmer	10
Global History 2[ab]	1	1	30	25	80% English/20% Khmer	10
Global History 3[ab]	1	-	30	--	80% English/20% Khmer	10
American Studies	2	2	33	32	70% Spanish/30% English	70
Economics	-	1	--	35	70% Spanish/30% English	70

[a]Paraprofessional present in class.

[b]Classes exclusively for program students.

V. NON-INSTRUCTIONAL SERVICES

CHASP offers a variety of non-instructional services to its students, including individual and family guidance and supportive services, curriculum development, staff development, and extracurricular activities.

GUIDANCE

The bilingual guidance counselor and the bilingual grade advisor are both licensed guidance counselors. Both have established lines of communication with the guidance department of the school. The school's assistant principal for guidance meets monthly with the program guidance personnel to give them information about students' referrals, new developments in the field of guidance, and to help them improve their communication skills.

The guidance counselor said that guidance services are offered in individual and group sessions. Group counseling is given as needed, on an average of two to three meetings a week. Individual counseling is given on request; an average of 50 students a week meet with the counselor. Individual counseling meetings are initiated by the students themselves, by faculty members, and by the counselor. Group or individual counseling sessions provide information about services available from the school, the city, and special programs. They provide career orientation, values clarification, college orientation, and dissemination of general school information. When the need arises, the counselor visits students' homes.

The grade advisor's duties also include teaching a remedial math course and an advanced Spanish course. During February, June, and September, her work involves making student program changes, giving information about graduation and college entry requirements, and checking student school and health records. Other duties during the school year include making referrals to outside agencies on physical and emotional problems, and giving college and vocational counseling. In an interview, she said that she had established ties with all the assistant principals of the school and has tapped the resources of the following agencies: the Committee on the Handicapped, the Montefiori Hospital, the Puerto Rican Family Institute, the Tremont Mental Health Center, and the Roberto Clemente Center of the Auxiliary Services for High Schools Program.

SUPPORT SERVICES

Support services are provided to program students by all members of the program staff, including the paraprofessionals and the secretary. Students come to the bilingual program office to discuss their difficulties with staff members. Serious problems are referred to the appropriate professional staff member.

Family contacts are the responsibility of the family assistant. She makes an average of three home visits a week, sees five to seven parents daily in the bilingual program office, and contacts about ten parents daily by phone. She gives information to parents about the school and program activities, refers them to guidance personnel, makes referrals to community agencies, and takes parents on trips. She also takes sick

students to hospitals or visits them in their homes, refers them to appropriate agencies, and serves as a liaison between the community and the school. This year she gave special attention to students who cut classes frequently. Using a daily computer print-out of program students cutting classes, she followed up with interviews, telephone calls or letters to the homes, and/or home visits to speak with the students and their parents. Appendix B details the support services offered by the program.

In interviews, program staff members agreed that the CHASP students receive better support services than mainstream students. In their opinion, the interaction between the program staff and students has had a very positive effect on students' academic performance, greatly reducing class cutting and helping to alleviate some family and personal problems. But the need in these areas is still greater than the services the program can provide.

Extracurricular Activities

CHASP program students were involved in several extracurricular activities this school year: Pan American Week, Indochinese Week, Puerto Rican Discovery Day, the Dominican Independence Celebration, Indochinese Summer Festival, and an after-school dance every two months. Trips included visits to two Broadway plays, the United Nations, the Circle Line, the Barnum and Bailey Circus, El Repertorio Espanol (The Spanish Theater Company), the Bronx Botanical Gardens, the Bronx Zoo, the national and state capitals, the William Carter Flamenco Troupe, the Museum of Natural History, Great Adventure, the Pinegrove Dude Ranch,

the Hayden Planetarium, and the New York Stock Exchange. The program also publishes a yearly newsletter giving information about the school and the program's activities.

CURRICULUM DEVELOPMENT

Appendix C details the curriculum and materials developed by or adapted to the program this school year. Most of the materials were designed to meet the needs of courses initiated this year.

STAFF DEVELOPMENT

The program proposed that all staff members would be involved in in-service training in such areas as curriculum development and individualized instruction. It also proposed that 50 percent of the staff would participate in outside staff development activities, such as seminars, conferences, and university courses.

The program strives to maintain on-going staff development activities. Faculty meetings held during the academic year presented information about school and program procedures, the philosophy and the methodologies used in the program together with their rationales, the placement and referral systems used in giving guidance and support services to the students, and cultural and extracurricular activities. Reports were given by faculty members attending regional conferences, and lesson plans were shared and explained. Several workshops were held during the year.

Appendix D details the staff development activities the program held this year, as well as university courses attended by staff members. Examination of the in-school activities reveals that the program was

successful in meeting its proposed objective in this area. However, only the project director, grade advisor, G.E.D. coordinator, family assistant, and paraprofessional were reported as attending outside activities or university courses. Thus the 50 percent participation criterion was not achieved.

PARENTAL INVOLVEMENT

CHASP tries to involve the parents through educational offerings, extracurricular activities, and an Advisory Committee of the Bilingual Program. The program was generally successful in meeting its proposed parent training objective. Seventy-three of the proposed 80 parents attended classes offered by the school: 50 parents attended the evening E.S.L. courses and 23 enrolled in the evening G.E.D. program. The Advisory Committee, whose purpose is to keep parents informed of and involved in school activities, meets monthly. Ten meetings have been held this year, with an average of eight parents attending. The program director, the bilingual grade advisor, and the family assistant also attended.

An average of four parents attended the following extracurricular activities of the program: El Repertorio Espanol, Evita, Show Boat, the Circle Line, the trip to Albany, and P.T.A. meetings at the Board's Central Offices and the Murray Bergtraum High School Parents' Involvement Conference.

The program also proposed that 60 percent of the parents would attend teacher/parent meetings and that 40 percent would attend school functions. As attendance data were not provided, these two objectives could not be assessed.

AFFECTIVE DOMAIN

Several indicators suggest that CHASP students generally have a very positive attitude and self-image. No student opted out of the program. Thirteen students (seven Hispanics and six Cambodians) left the program during this school year, but all were moving out of the school area. Program students are heavily involved in program and school-wide activities, especially the volleyball, baseball, and soccer teams. Fifty-six school awards were earned by CHASP students this year. Appendix E details the awards received.

Other indicators point to the success of bilingual education in general within the school's structure. Students mainstreamed from previous bilingual programs have shown a strong record of achievement as evidenced by the large number of former bilingual students who have passed the R.C.T. English test. In addition, 75 former bilingual students are passing mainstream computer and typing courses this year.

VI. STUDENT ACHIEVEMENT

The following section presents the assessment instruments and procedures used in evaluating the attainment of the program objectives, as proposed to and accepted by the Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education.

ACQUISITION OF ENGLISH SYNTAX

The assessment instrument used for measuring achievement in this area for both Hispanic and Cambodian students was the Criterion Referenced English Syntax Test (CREST). The CREST was developed by the New York City Public Schools to measure mastery of the instructional objectives of the E.S.L. curricula. There are four items for each objective, and mastery of an objective entails answering three of the items correctly. The test has three levels: beginning (I), intermediate (II), and advanced (III). The maximum score on Levels I and II is 25, while maximum score on Level III is 15.

Mean differences between pretest and posttest are computed to represent the gain scores, and an index which represents the number of objectives mastered per month is computed by dividing the gain score by the actual months of instruction. Extensive information on CREST objectives and psychometric properties are in the Technical Manual, New York City English as a Second Language Criterion Referenced English Syntax Test.*

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*Board of Education of the City of New York, Division of High Schools, 1978.

The CREST was administered at the beginning and end of both the fall and spring semesters. Table 10 presents the test results for students who were pretested and posttested with same test level during each semester. Complete data were available for 102 students in the fall semester and for 106 students in the spring semester.

The program proposed that students would master at least ten CREST objectives from pretest to posttest, or roughly one CREST objective per month of instruction.

Overall, the program objective was met. Inspection of Table 10 reveals that an average of 1.1 CREST objectives per month were mastered by students in the fall, and an average of 1.6 CREST objectives per month were mastered in the spring.

Lower performance rates at Level III are partly due to the fact that mastery of objectives takes longer at that level. The program objective assumes that progress is linear. The achievement of Level III students suggests it is not.

TABLE 10

Results of the Criterion Referenced English Syntax Test

(Program Students Pretested and Posttested on Same Test Level)

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered[a]	Average Months of Treatment	Objectives Mastered Per Month
			Fall			
I	97	8.5	12.1	3.6	3.4	1.1
II	5	8.0	10.4	2.4	3.5	0.6
TOTAL	102	8.5	12.0	3.5	3.4	1.1
			Spring			
I	76	8.2	12.1	3.9	3.6	1.8
II	22	11.5	16.1	4.5	3.7	1.2
III	8	6.6	8.5	1.8	3.8	0.5
TOTAL	106	8.8	12.7	3.9	3.6	1.6

[a]Posttest minus pretest.

•Overall, the program objective was met both in the fall and spring.

STUDENT ACHIEVEMENT IN MATHEMATICS

The program proposed that at least 70 percent of the Hispanic students enrolled in individualized mathematics instruction would pass teacher-developed criterion referenced tests (at least one per month). As data in this area were not provided, the objective could not be assessed.

The program also proposed that at least 70 percent of the Cambodian students would attain a passing rate on teacher-made mathematics tests. Table 11 shows the number of Cambodian students enrolled in mathematics courses and the percent passing teacher-made examinations by grade.

The overall passing rates were 93 percent in the fall and 88 percent in the spring. The program objective was exceeded both semesters.

TABLE 11

Number of Cambodian Students Attending Courses[a] and Percent Passing Teacher-Made Examinations in Mathematics

	Grade 9		Grade 10		Total	
	N	% Passing	N	% Passing	N	% Passing
Fall	29	97	15	87	44	93
Spring	54	89	12	83	66	88

[a]In the fall semester, courses ranged from fundamental to eleventh-year math. In spring, courses ranged from fundamental to Regents Competency Test preparation.

STUDENT ACHIEVEMENT IN SOCIAL STUDIES AND SCIENCE

The program proposed that at least 70 percent of the Cambodian students would attain passing rates on teacher-made examinations in social studies and science courses.

Table 12 presents the number of students enrolled and percent passing courses in these areas.

Overall, the program objective was met. The passing rates of Cambodian students reported as enrolled in social studies courses were 86 percent in the fall and 96 percent in spring. The students' passing rates in science courses were 78 percent in the fall and 95 percent in spring. At individual grade levels, the objective was surpassed by all students except ninth graders in the fall.

TABLE 12

Number of Cambodian Students Attending Courses and Percent Passing Teacher-Made Examinations in Social Studies and Science

	Grade 9		Grade 10		Total	
	N	% Passing	N	% Passing	N	% Passing
Social Studies[a]	11	82	11	91	22	86
Science[b]	7	43	11	100	18	78
Social Studies[a]	12	92	12	100	24	96
Science[b]	9	100	12	92	21	95

[a]Social studies courses include world geography/culture, world/global history, and American history.

[b]Science courses range from general science to Regents Competency Test preparation.

NATIVE LANGUAGE READING AND COMPREHENSION

The program proposed that 70 percent of the Cambodian students would pass teacher-made tests in Khmer. As previously stated, the program was unable to offer native language instruction to Cambodian students because a licensed Khmer-speaking teacher could not be identified. Therefore this program objective could not be assessed.

The program also proposed that Spanish-speaking students who received a full year of instruction would increase their performance on the appropriate level of the Interamerican Series, La Prueba de Lectura at the .05 level of significance. La Prueba de Lectura is part of the Interamerican Series of Tests published by Guidance Testing Associates. The purpose of the series is to evaluate achievement in Spanish for Spanish-speaking students from the Western hemisphere. Test items were selected for cultural relevance to both Anglo and Hispanic cultures.

La Prueba de Lectura, forms CE and DE, Level 3 correspond to grades four through six. However, the publishers recommend that local norms be developed for the tests.*

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*Information of psychometric properties may be found in Guidance Testing Associates Examiner's Manual, Prueba de Lectura, St. Mary's University, One Camino Santa Maria, San Antonio, Texas, 78284.

The Prueba de Lectura was administered in the fall and again in spring. The pretest and posttest raw score means and standard deviations are presented in Table 13. Data for both tests were available for 64 program students (85 percent of the total). Statistical significance was determined through the application of the correlated t-test model to demonstrate whether the difference between pretest and posttest mean scores was larger than would be expected by chance variation alone.

Changes in posttest mean scores were not statistically significant, thus the program objective was not met.

TABLE 13

Native Language Reading Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores of Hispanic Students with Full Instructional Treatment on the Prueba de Lectura, Level 3 (Forms A and B), by Grade

		Pretest		Posttest		Gain	
Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	Standard Deviation
9	46	49.9	21.8	52.6	23.2	2.7	13.5
10	18	47.1	18.8	51.9	4.9	4.8	16.1

•These gains were not statistically significant, thus the objective was not met.

VII. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

In 1983-84, the CHASP program appeared to be functioning as an integral part of Theodore Roosevelt High School. The administrative, instructional, guidance, and resource development components of the program were functioning efficiently. In addition, at the end of two years of operation, the program was successful in meeting most of its proposed long-term objectives.

There is excellent rapport between the program and the rest of the school. All of the content-area and language courses designed for program students have become part of the school's general offerings. In addition, other departments within the school have designed special courses for their students' needs based on approaches used in the bilingual program.

The classroom environments appear to be appropriate for learning. Efforts were made to develop and maintain the English skills of all LEP students and the native language skills of the program's Hispanic population. Students, including those who traditionally have not succeeded in school, were helped to achieve the necessary academic skills in mathematics, science, and social studies to facilitate further educational and vocational goals.

Unfortunately, efforts to successfully develop the Cambodian students' native language skills, as well as staff expertise in Khmer, could not be fully met since the program could not identify a certified Khmer-

speaking teacher. The program did benefit, however, from the services of its Khmer-speaking paraprofessionals, who not only acted as interpreters in content-area classes but also translated curriculum and examinations and developed new materials for classroom use.

The program was successful in attracting and retaining competent staff to work with its students (including the Khmer paraprofessionals and two licensed bilingual Hispanic guidance counselors). To further staff expertise, an extensive staff development program of meetings, workshops, demonstration lessons, and university courses was conducted.

Through the work of the family assistant and the director, the program developed a system of communication with the students' parents and with outside agencies to serve as resources for future needs.

Student morale and involvement are high. Students appear to have a high regard for the program and its staff. It appears that the program was successful both in raising staff and parents' expectations for students' academic success and in increasing students' self-image and aspirations.

Overall, program students met the proposed objective for acquisition of English syntax. Cambodian students met proposed objectives for achievement in mathematics, science, and social studies. Data were not provided to assess the objectives for Hispanic students in mathematics. In the area achievement in the native language, Hispanic students failed to meet the objective.

RECOMMENDATIONS

Based on interviews with project staff, students, and school administrators, classroom observations, and a review of student achievement, the evaluation team offers the following recommendations for future projects serving similar populations at this site:

1. Continued efforts should be made to hire a Khmer-speaking teacher and guidance personnel.

2. A system should be developed to monitor program students' progress once they leave the Title VII program. The program's computer might be used for this pupose.

3. The program has a basic skills component for Hispanic students and a Cambodian component, each containing approximately 50 percent of the total student population. However, most of the program objectives evaluate the performance of the Cambodian students. Although Hispanic student performance is assessed in English and native language arts, data were not provided in the only area in which an objective was proposed (mathematics). It is recommended, therefore, that achievement data for Hispanic students in mathematics, be provided as proposed, and that the program review the outcomes of the Prueba de Lectura to determine whether small gains reflect limited skills development, a mismatch between test and curriculum content, or a problem of test administration.

VIII. APPENDICES

APPENDIX A

Staff Characteristics: Professional and Paraprofessional Staffs

Function	Percent Time Spent in Each Function	Date of Appt. to Each Function	Education (Degrees)	Certification	License(s)	Total Yrs. Experience Education	Years Experience Bilingual	Years Experience E.S.L.	Years Other Relevant Experience
A.P. Foreign Lang.	.8	9/72	B.A., M.A. French	NYC	A.P. Foreign Lang.	11 Yrs., A.P.	2 yrs.	None	
French Teacher	.2	9/82	Admin. & Supv.	NYS	French D,H.S.	Yrs.			
Title VII Proj. Dir.	.5	9/82	B.A., M.A. Span. Sec. Ed.	NYC	Span. D,H.S.				
Bilingual Coord.	.5	4/80	Adv. Cert.-Admin.& Supv.	NYS	Bil. Soc. Studies	14 Yrs.	12 Yrs.	3 yrs.	
Bil. Grade Advisor	.6	2/76	B.A., M.A. Spanish	NYC	Span. D,H.S.	9 Yrs.	8 Yrs.	None	
Spanish Teacher	.4	9/80	M.A. Guidance	NYS	Spa.DHS, Bil. Guid.Coun. H.S.				
ESL Teacher	.8	9/81	B.A., MA. Spanish	NYC	Spanish D,H,S.	9 yrs.	2 yrs.	2 yrs.	
Spanish Teacher	.2	9/65		NYS					
ESL Teacher	1.0	9/70	B.A., M.A. - Span.& ESL 40 Credits Guidance	NYC NYS	Spanish D.H.S. ESL D.H.S.	14 yrs.	6 yrs.	6 yrs.	
Spanish Teacher	1.0	9/57	B.A., M.A. Spanish	NYC NYS	Spanish D.H.S.	27 yrs.	16 yrs.	4 yrs.	Teacher in Puerto Rico 1950-57
ESL Teacher	.6	2/82	B.A., M.A. Soc. Studies	NYC	Soc. Stud. D.H.S.	16 yrs.	None	2 yr.	
Program Coord.	.4	2/82		NYS					
Spanish Teacher	.6	9/81	B.A. Spanish	NYC	Spanish D.H.S.	3 yrs.	3 yrs.	None	
Bilingual Math Tchr.	.4	2/83		NYS					
GED Teacher	.8	4/83	B.A. Spanish/ESL	NYC	ESL T.P.D.	1 ½ yrs.	1½ yrs.	None	
Spanish Teacher	.2	4/83							
ESL Teacher	1.0	2/80	B.A., M.A. Italian	NYC NYS	Italian D.H.S.	26 yrs.	None	4½ yrs.	
Spanish Teacher	1.0	9/69	B.A., MA. Span/French plus 30 credits	NYC NYS	Spanish D,H,S. French D,H,S,	15 yrs.	10 yrs.	None	Fluent in Russian & German
Spanish Teacher	.4	9/71	B.A., M.A.-Spanish 30 Credits Guidance	NYC NYS	Spanish D,H,S.	13 yrs.	11 yrs.	3 yrs.	
Attendance Coord.	.4								
ESL Teacher	.2								
Vietnamese Teacher	1.0	3/82	B.A., M.A. French	NYC NYS	French D,H.S.	2 yrs.	2 yrs.	None	Translator in U.S. Embassy in Vietnam
Bilingual Science Teacher	1.0	9/75	B.A.,M.A. Science	NYC NYS	Gen. Science & Bio. D.H.S.	9 yrs.	9 yrs.	None	
ESL Teacher	1.0	9/76	B.A. French M.A. ESL	NYC NYS	French D,H,S, ESL D.H.S.	14 yrs.	0	8 yrs.	Fluent in Arabic & French
ESL Teacher	.8	9/76	B.A. English	NYC	ESL D.H.S.	8 yrs.	None	8 yrs.	
ESL Coordinator	.2	9/82	M.A. ESL						
ESL Teacher	1.0	9/73	B.A., M.A. ESL	NYC	ESL D.H.S.	11 yrs.	None	11 yrs.	
NLA Teacher	.6	9/70	B.A., M.A. Spanish	NYC	Spanish D.H.S.	14 yrs.	3 yrs.	7 yrs.	
ESL Teacher	.4		plus 30 Credits	NYS					

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Function	Percent Time Spent in Each Function	Date of Appt. to Each Function	Education (Degrees)	Certification	License(s)	Total Yrs. Experience Education	Years Experience Bilingual	Years Experience E.S.L.	Years Other Relevant Experience
ESL Teacher	1.0	2/1/84	B.A. ESL M.A. Counseling	NYC NYS	TPD ESL	½ yr.	None	½ yr.	
ESL Spanish Teacher	.2 .8	1/9/84	B.A. Span. M.S. Bil./Bicultural Ed.	NYC	D.H.S. Spanish	5 yrs.	5 yrs.	4 yrs.	
ESL Spanish Teacher	.6 .4	10/83	B.A., M.A. Ph.D./History/Soc.	NYC	Bil. Soc. Studies	1 yr.	1 yr.	0	Taught 7 years in College
Bilingual Para CHASP-Title VII	100%	9/75	58 College Credits			10 yrs.	9 yrs.	None	
Bilingual Para CHASP-Title VII	100%	9/75	60 College Credits			15 yrs.	9 yrs.	0	
Bil. Family Ass't. CHASP-Title VII	100%	9/75	B.A. Education			10 yrs.	9 yrs.	None	
ESL Para	100%	9/74	60 College Credits			10 yrs.	None	10 yrs	
ESL Para	100%	9/81	55 College Credits			3 yrs.	None	3 yrs.	
ESL Para	100%	9/81	12 College Credits			13 yrs.	10 yrs.	3 yrs.	
ESL Para	100%	2/84	27 College Credits			½ yr.	0	½ yr	
ESL Teacher	1.0	9/80	B.A., M.A. ESL	NYC	ESL D.H.S.	4 yrs.	None	4 yrs.	
Spanish Teacher	1.0	9/80 9/65	B.A., M.A. Spanish Plus 30 Credits	NYC NYS	Spanish D.H.S.	19 yrs.	6 yrs.	4 yrs.	
Bil. Soc. Stud. Tchr.	1.0	9/78	B.A., M.A. Soc. Stud.	NYC NYC	Bil. Soc. Studies D.H.S.	6 yrs.	6 yrs.	None	
Bilingual Soc. Studies Tchr.	1.0	9/74	B.A., M.A. Soc. Stud.	NYC NYS	Soc. Studies D.H.S. Bil. Soc. Stud. D.H.S.	10 yrs.	9 yrs.	1 yr.	
GED Teacher	1.0	10/80	B.A., M.A. Spanish	NYC NYS	Spanish D.H.S.	4 yrs.	4 yrs.	None	
GED Teacher/ coordin.	.6 .4	9/80	B.A., Social Studies M.S., Bilingual Ed. Adv. Cert.-Admin. & Supv.	NYC NYS	D.H.S. Soc. Studies	9½ yrs.	9½ yrs.	None	
ESL Teacher	1.0	4/25/84	B.S. Italian M.A. Spanish	NYC NYS	D.H.S. Italian D.H.S. French	3 yrs.	0	½ yr.	
ESL Teacher	1.0	2/84		NYC	D.H.S. ESL D.H.S. German	½ yr.	0	½ yr.	
ESL Teacher	1.0	12/5/83	B.A. Liberal Arts M.A. Education M.A. ESL	NYS NYC	E.S.L.	12 yrs.	None	1 yr.	
Math. Social Studies Tchr	.8 .2	2/80	B.A. Social Studies	NYC TPD	Social Studies	3½ yrs.	3 yrs	½ yr.	
ESL Para	100%	2/84	30 College Credits			½ yr.	0	½ yr.	
ESL Para	100%	9/78	40 College Credits			12½ yrs.	8 yrs.	4½ yrs.	

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APPENDIX B

Support Services Offered to Program Students (Fall and Spring)

TYPE OF SERVICE	DESCRIPTION	STAFF PERSON(S) RESPONSIBLE	FREQUENCY OF SERVICE OFFERED	LANGUAGE IN WHICH SERVICE IS OFFERED
COUNSELING	1. Visits to classes 2. Workshops 3. Individual Sessions 4. Outside Visitors a. Aspira b. Talent Search by Community College c. Puerto Rican Forum 5. Career Fair 6. Trips to colleges	1 Bilingual Guidance Counselor 1 Bilingual Grade Advisor 1 Family Assistant 1 Cambodian Educational Assistant Project Director	Monthly	Spanish/English English/Khmer
REFERRALS	Referrals to School Support Team	Bilingual Counselors	9 Students	Spanish/English
	Fordham Tremont Mental Hlth. Puerto Rican Family Inst. Crotona Mental Health Auxiliary Service for High Schools	Bilingual Counselors	4 Students 1 Student 2 Students 8 Students	Spanish/English/Khmer
CAREER/VOCATIONAL	Career Orientation TOLLEPS Program Counselor Career Orientation	Tax Levy Teacher Per Session Teacher Tax Levy Teacher Title VII Director	Ongoing 2 hrs./2x a wk. Ongoing Once a term	English Spanish/English/Khmer English English/Spanish/Khmer
TUTORING	After school peer tutoring	Per Session Teacher	2 hrs./4x a wk.	Spanish/English

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APPENDIX C

Curriculum and Materials Development and Adaptation

A limited amount of materials have been developed in Khmer due to the unavailability of a Cambodian teacher.

Curriculum or Materials	Originally Developed (X)	Adapted (X)	Completed (X)	In Process (X)	Parallel to Mainstream (Y or N)	In Use (Y or N)
Math. (Khmer)		X		X	Y	Y
Chemistry (Khmer)		X		X	Y	Y
Gen. Sci. (Khmer)		X		X	Y	Y
Curriculum for Gen. Sci. (Span)		X	X		Y	Y
Native Language Arts (Span.)	X		X		N/A	N/A
Math. Skills (Span)		X		X	Y	Y
Curriculum for Biology (Span)		X	X		Y	Y

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APPENDIX D

Staff Development Activities in School

Strategy	Description(s), Goals, or Titles	No. and Titles of Staff Attending	Speaker or Presenter	Frequency or Number of Sessions	Coordinator's Judgement of Effectiveness		
					Hardly	Somewhat	Very
Pre-service	Orientation meetings	Project Director &	Project Director	Bi-Monthly-Sept'83			x
	for staff member.	all Title VII Staff					
	Orientation meeting	A.P., Project Director,	A.P. & Project Director	Monthly Meeting		x	
	Staff Members	5 new teachers					
Dept. meetings (list)	Monthly Department	Entire Foreign Language/	Ass't Principal, ESL Coord.	Montly Meeting		x	
	Meetings	Bilingual Department	Project Director				
Workshops (list)	Use of Library	Foreign Lang./ Bil. Dept.	School Librarian	April'84			x
	Demonstration Lessons	For. Lang./Bil.Dept.	Bil./ESL Staff Development	March'84			x
Other demonstration lessons, lectures, etc.	on E.S.L.		Office				

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Staff Development Activities Outside School

Strategy	Description(s), Goals, or Titles	Sponsor/Location	Speaker or Presenter	No. and Titles of Staff Attending	Coordinator's Judgement of Effectiveness		
					Hardly	Somewhat	Very
Workshops held outside school (list)	Workshop for Title VII Project Director	Office of Bilingual Ed.	OBE Staff	Project Director			X
	Workshop for BESIS Survey	Office of Bilingual Ed.	OBE Staff	Project Director			X
	Workshop for Data Collection Sheets	Office of Bilingual Ed.	OBE Staff	Project Director			X
	Workshop for Title VII Application	Office of Bilingual Ed.	OBE Staff	Project Director			X
Conferences and symposia (list)	NABE Conference	NABE - Texas	Presenters from U.S.A.	Project Director			X
	Title VII Managers/Evaluation Conference	N.Y.S.E.D. - Albany	Presenters from U.S.A.	Project Director			X
	N.Y. State Association for Bilingual Education	N.Y. Bilingual Ed.-NY	Presenters from N.Y.	Project Director			X
	Workshop on Reading	Office of Bilingual Ed.	Chancelor Anthony Alvarrado	Bil. Grade Advisor			X
Other	Planning Conference	Office of Bilingual Ed.	Exec. Dir. -Nathan Quinones	GED Coordinator			X
	Bilingual Prep. Meeting	131 Livingston St.	Eli Plotkin	GED Coordinator			X

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University Courses Attended by Staff (Professional and Paraprofessional)

STAFF	Institution	Courses	Frequency	Applicability of Coursework to Program		
				Hardly	Somewhat	Very
Professional (list titles)	Puerto Rican Culture	Herbert H. Lehman College	3 Credits/twice a week			X
	Puerto Rican Community	" " "	3 Credits/twice a week			X
Project Director	Topics in Hispanic Literature	" " "	3 Credits/twice a week			X
GED Coordinator	Hunter College	Supervision & Administration of Special Education	3 Credits/once a week			X
GED Coordinator	City College of New York	Education Policy & School Administration	3 Credits/once a week			X
Paraprofessional (list functions)						
Family Assistant		Literatura Puertoriquena	3 Credits/twice a week			X
Educational Assistant	Herbert H. Lehman College	Elementary Contempory Spanish	3 Credits/twice a week			X
		Intro to Interactive Computing	3 Credits/once a week		X	
	Herbert H. Lehman College	Intro to Performing Arts	3 Credits/once a week		X	
		Compositional Art	3 Credits/once a week		X	

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APPENDIX E

AWARDS

Pan American Society Award for Excellence in Spanish Studies----------	Petra Paez
Outstanding Graduate from the Bilingual Program----------	Thang Hung La
Certificate of Merit for Excellence in Bilingual Studies----------	Hoa Bao Tran Triet Minh Le An Phong Thai Sui Quan Khou Tomas Cueto Pedro Santana Cesar Lopez
Gold Medal for Excellence in Spanish-5 years-	Cesar Lopez Ana Almonte
Gold Medal for Excellence in Spanish-4 years-	Tomas Cueto Jeanette To
Silver Medal for Excellence in Spanish 4 years ----------	Pedro Santana Julissa Rodriguez
Gold Medal for Excellence in English as a Second Language----------	Sui Quan Khou Chen Drin Liang
Silver Medals for Excellence in English as a Second Language ----------	Minh Triet Le Tu Phan Khuu Julissa Rodriguez
Medal for Honor for Outstanding Acievement in Information Processing----------	Jusissa Rodriguez
New York Association of Assistant Principal-Supervision English-for Achievement in English----------	Julissa Rodriguez
Certificate for Most Improvement in Writing ----------	Hoa Bao Tran
Certificate for Most Improvement in English ----------	Cesar Lopez An Phong Thai
Tobin Award for Physical Education, Academic Achievement, Citizenship and Service ----------	Thai An Phong

The Association of Teachers of the Social Studies UFT Certificate for Meritorious Achievement in Social Studies ---------- Chinh La Thuy

Physical Education Department Award for Outstanding Acheivement in Service ---------- Juan Nadal

Varsity Sports - Outstanding Awards in Swimming-- Joanne Ortiz

Outstanding Awards in Fencing--- Thai An Phong

Outstanding Awards in Volleyball-Julissa Rodriguez

Theodore Roosevelt High School Mathematics Medal ---------- Hoa Bao Tran
Hung Thang La

Mathematics Department Medals ---------- Thuy Chinh La
Su Le
Chen Drin Liang
Thuy Cao Phung
Vinh Banh Ta
An Phong Thai
Nga Tran
Minh Triet
Carlos Paulino

Certificates of Honor from the Association of Mathematics of New York City ---------- Hung Kien La
Cesar Lopez
Trai Ngoc Nguyen
Vi Tran

Certificates from the Society of Women Engineers for Excellence in Mathematics and Science -------

Highest Honor -------- Hoa Bao Tran

High Honor ---------- Thuy Cao Phung

With Honor ---------- Nga Tran

Book Award from the Standing Committee on Mathematics of the New York City Board of Education ---------- Hung Thang La

Outstanding Achievement in Orchestra Award ------ Julio Padilla

Most Improved Musicianship Award ---------- Petra Paez

Certificates of Merit in Music ---------- Marcelino Paez
Su Le

Physics Club of New York Award for Excellence in Physics ---------- Thuy Phung

Theodore Roosevelt High School Department Award for Superior Achievement in Social Studies ------ An Phong Thai